

La Trobe University
Graduate School of Education

**Studies In TESOL/LOTE Teaching.
(Teaching Practice/Practicum).**

Name: Salomi Sophocleous Supervising Teacher: Simone Foo
School: Hales College
Topic/Theme: People and clothes Date: Monday, 29/9/1997 Time: 9.00-11.00

Lesson Plan: No 7+8
Elicos Program - Elementary

General Aim:

For students to be able to describe people's dress and what they are doing.

Rationale:

Linguistic:

To learn how to describe what people are doing (Present continuous).

Context/Topic:

People and clothes.

What Do You Assume The Learners Already Know?

Linguistic and Context/Topic:

Earlier in the course, they have covered both the vocabulary on clothes as well as the present continuous. This is revision, before moving on to Pre-Intermediate.

Relationship With Other Lessons:

What Came Before:

Revision on people, talking about their lives and past tense.

What's Coming Next:

Revision of another aspect they covered before.

Language Items in This Lesson: (Highlight your main objectives)

Text/Discourse Type(S):

Conversation at a party, conversation at a shop.

Language Functions:

Describing peoples' dress.

Describing what people are doing.

Vocab/Phonology:

Clothes

Sentence Stress.

Skills:

Speaking and listening during a conversation at a party, Speaking/ listening descriptions of clothes in a shop situation.

Subject Matter and Cultural Concepts:

Fashion first (shoe shapes, jeans, contact lenses, nail polish and false eyelashes, bikini swimsuit and miniskirts)

Dating

Mode(s) of Classroom Organisation: (Circle as appropriate)

Individual

Pair

Group

Whole Class

By the end of this lesson, the students will:

- . Be able to describe what kind of clothes different people wear
- . Be able to say what other people are doing
- . Be able to negotiate what kind of clothes they want to buy
- . Be able to improve their sentence stress.

Resources: (Attach worksheets)

1. Richards J., Interchange, Student's Book 1, Cambridge University Press, 1990 (eighteenth printing 1996). pp. 54-59.
2. Richards J., Interchange, workbook 1, Cambridge University Press, 1990 (eighteenth printing 1996). pp. 33-36.
3. Swan M. & Walter C., The Cambridge English Course 1, Teacher's Book, Cambridge University Press, 1984.
4. Nolasco R. & Arthur L., Conversation, Oxford University Press, Oxford, 1987, pp. 67-68.
5. Wateyn-Jones P. Test Your Vocabulary 1, Penguin Books, 1980 (Reprinted 1988)
6. D'Usseau E., Nouveaux copains, Harcourt Brace Jovanovich, U.S., 1989.

Potential Problems:

Potential Problem (Linguistic, Contextual, Behavioural, etc.)	Counter Strategy
1.	

Assessment:

Means Of Assessment: (What will be done to discover what individual students have gained from this lesson?)

Correct exercise on Present Continuous.

Correct work on clothes vocabulary.

Monitor students' participation in the oral/pronunciation activity.

Actual Assessment: (Record the progress of identified individual students with reference to your general aims and your objectives for this lesson)

Record students' results on Present Continuous.

Record students' results on clothes vocabulary.

Record students' progress on sentence stress.

Evaluation Of This Lesson:

Criteria For Evaluation:

1. How will you identify the extent to which this lesson achieved important aims?

Level of students' success.

2. How will you identify the effectiveness of the learning processes in the lesson?







Actual Evaluation:

1. Review of the lesson in view of your Criteria for evaluation:

2. what did you learn about your teaching from this lesson?

9 Which one is Judy?

1] SNAPSHOTS

Fashion firsts				
Shoemakers first make shoes with different shapes for left and right feet	Levi Strauss makes the first pair of jeans	A Swiss doctor makes the first contact lenses	Nail polish and false eyelashes become fashionable	A French designer introduces the first bikini swimsuit
				
1818	1850	1887	1916	1946
Miniskirts become popular				
				
1965				

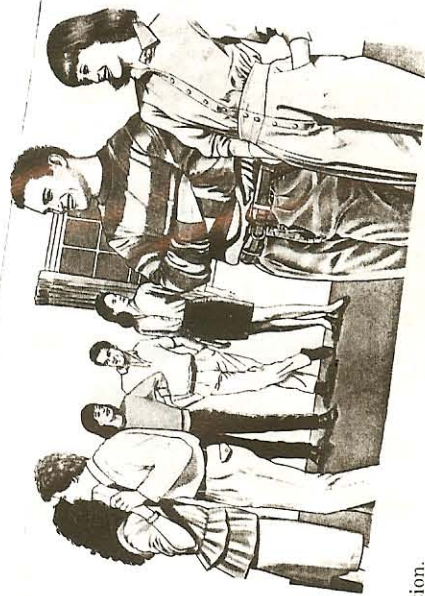
Complete the information below. Then compare with a partner.

My usual clothes for school/work:
My usual clothes on the weekend:
In my wardrobe:
Men: Number of jeans sweaters suits
Women: Number of jeans sweaters dresses

2] CONVERSATION

1 Listen and practice.

Sarah: Hi, good to see you! Where's Margaret? Is she coming tonight?
Raoul: Oh, she couldn't make it. She's working late.
Sarah: Well, why don't you go and talk to Judy? She doesn't know anyone here.
Raoul: Judy? Oh, which one is she?
Sarah: She's standing near the window. She's wearing a black miniskirt.
Raoul: OK! I'll talk to her later.



2 Now listen to the rest of the conversation.

3] GRAMMAR FOCUS: Present continuous

What am I wearing? You are wearing blue jeans.
Who is Kevin talking to? He is talking to Michiko.
Where are Sarah and Raoul standing? They are standing near the table.
Is Margaret coming tonight? No, she is working late.

1 Complete these conversations using the present continuous. Then practice them.

A: Which one is Yoko? What she (wear)?
B: She (sit) on the sofa. She (wear) a green blouse.

A: Bill and Helen (come) to the party?
B: No, Bill (study) for an exam, and Helen (work) late.

A: Where Nick (go)?
B: He (get) some beer from his car.

A: Antonio (date) Diane?
B: No, he (go) out with Cindy these days.

A: How you (go) home?
B: Steve (give) me a ride. I hope!

2 Pair work Look at your partner for five seconds. Then sit back to back and describe your partner like this.

You're wearing a yellow shirt and orange pants.
You have a purple jacket.

3 Now write five questions like these about your classmates. Then take turns asking your questions.

Is Angela wearing jeans today?
Where is Satoshi sitting?
What is Helmut doing?
Who is sitting on the left of Carlos?
Are Maria and Kim listening to the teacher?

red	pink	orange	yellow	green	light blue	purple	brown	black	gray	white
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Clothes

Write the number of each drawing next to the correct word.

polo-neck jumper

jacket

panties

bra

suit

a pair of socks

underpants

shawl

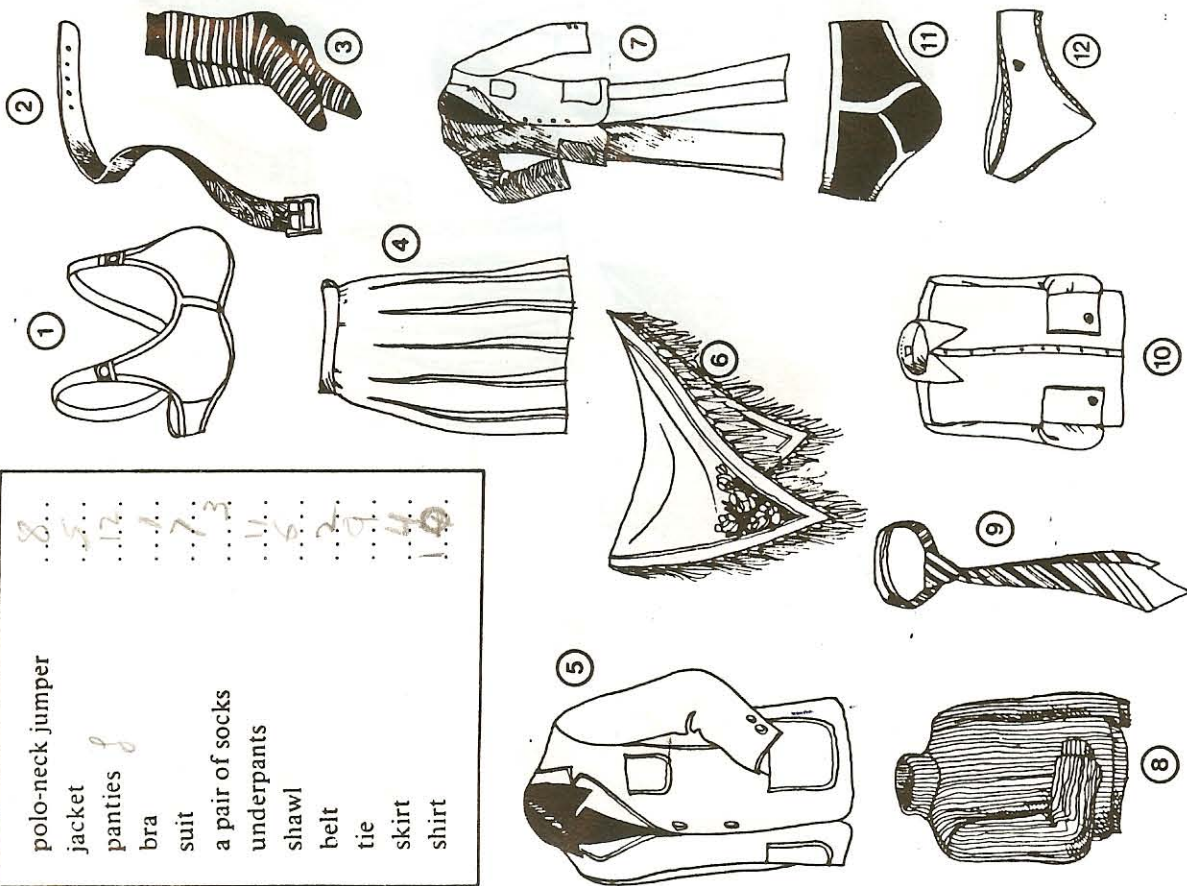
belt

tie

skirt

shirt

8...
5...
12...
1...
7...
3...
11...
5...
2...
9...
4...
10...



Clothes

Write the number of each drawing next to the correct word.

pair of trousers

scarf

dressing gown

duffle coat

pair of jeans

petticoat

pair of "Long Johns"

blouse

pair of stockings

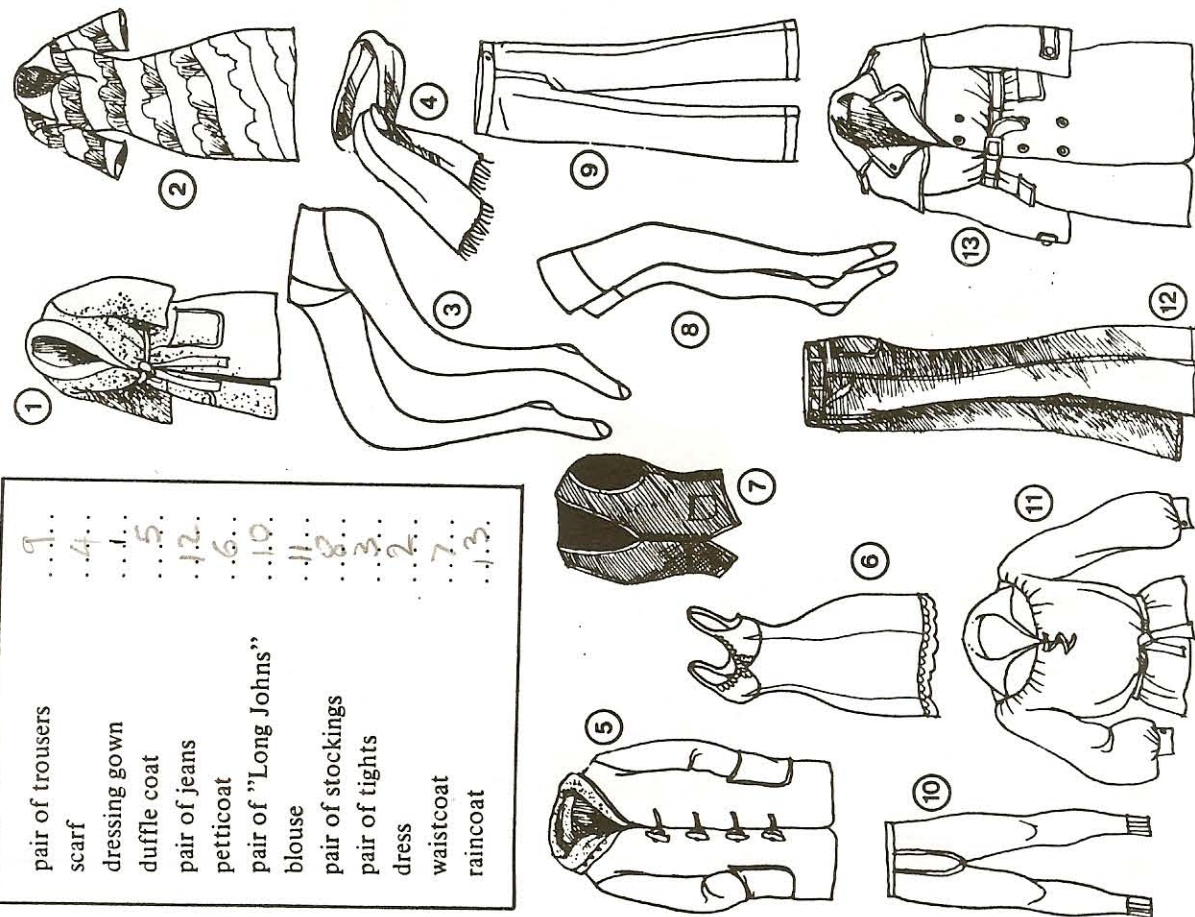
pair of tights

dress

waistcoat

raincoat

9...
4...
1...
5...
12...
6...
10...
11...
8...
3...
2...
7...
13...



Example 1

Student A:

I'd like a red cotton dress, please.

Student B:

Here you are.

Student A:

No. I asked for a *red* cotton dress not a *blue* one.

Example 2

Student A:

I'd like a black woollen shirt please.

Student B:

Here you are.

Student A:

No. I said a black woollen *shirt*, not a black woollen *skirt*.



nylon



nylon



nylon



cotton



woollen



cotton



woollen



cotton



woollen



woollen



cotton



cotton



cotton



woollen

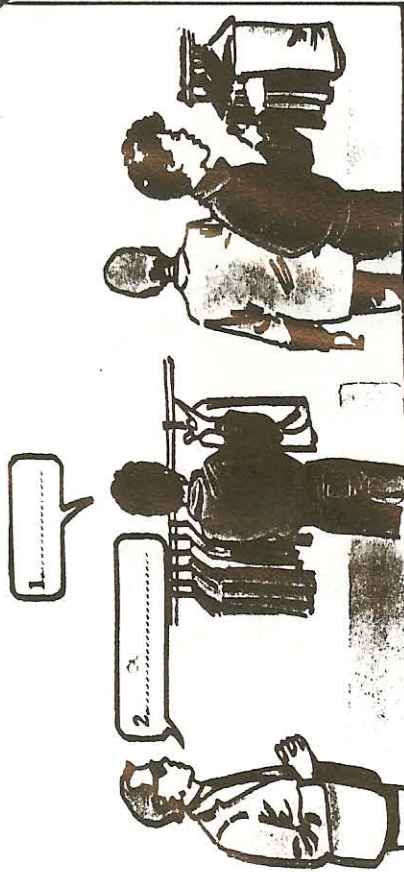


woollen

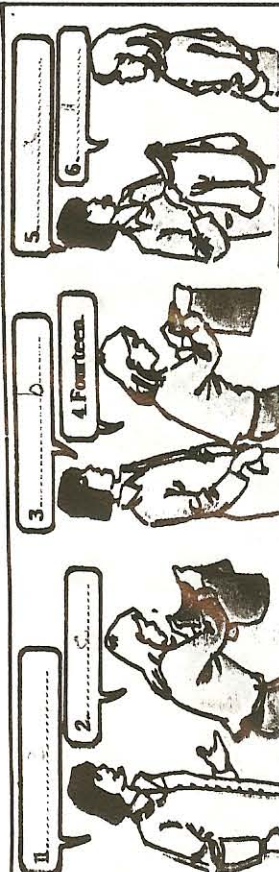
Yellow doesn't suit me

1 Match the sentences to their places in the conversations.

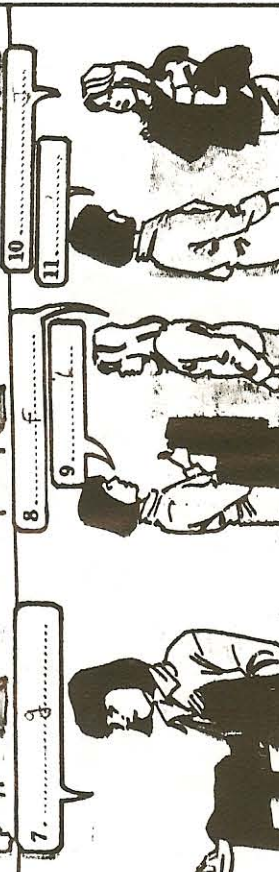
- a. Can I help you?
- b. I'm just looking.



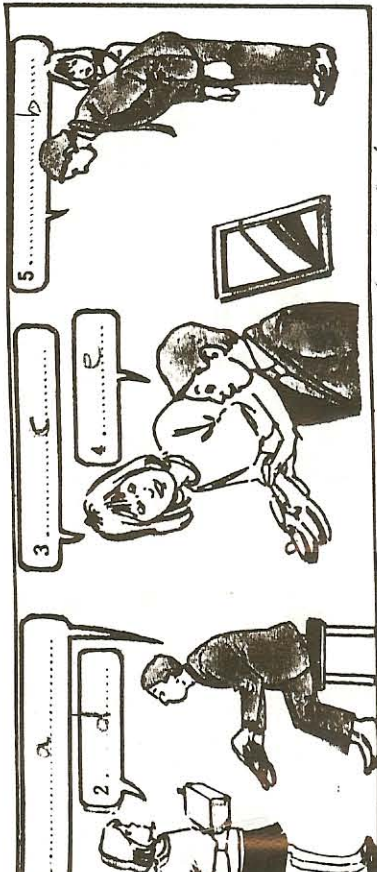
- a. Here's a lovely one.
- b. What size?
- c. Yes, I'm looking for a jumper.
- d. Well, yellow doesn't really suit me. Have you got anything in blue?
- e. Can I help you?



- f. Can I try them on?
- g. Here's a nice one in blue. And here's another one.
- h. £13.99.
- i. Yes, of course.
- j. How much are they?



- a. These are a bit small. Have you got them in a larger size?
- b. Yes, these fit perfectly. I'll take them, please.
- c. No, I'm afraid I haven't. Would you like to try these?
- d. I'll just see.
- e. Yes, please.



Clothes and Bingo



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jacket

panties

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suit

a pair of socks

underpants

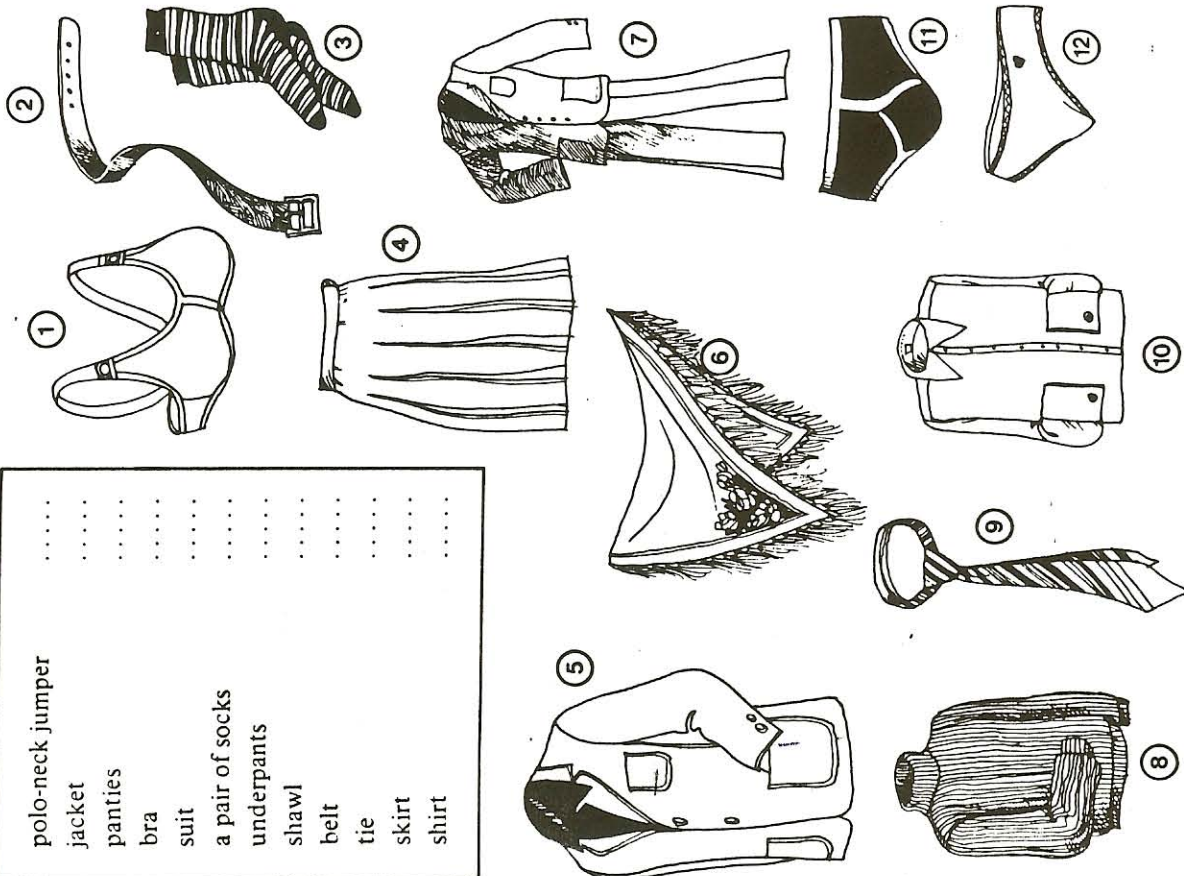
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